DOCUMENT RESUME

ED 128 467 TM 005 660

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TITLE Development of a Student Self-Report Scale of Achievement and Affiliation Motivation.
PUB DATE [Apr 76]
NOTE 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Achievement Need; *Affiliation Need; Comparative Analysis; Factor Analysis; Factor Structure; Junior High Schools; Performance Factors; *Personality Tests; Rating Scales; Secondary Education; *Self Evaluation; Student Evaluation; *Student Motivation
IDENTIFIERS *Motivational Needs Inventory; *What I Am Like

ABSTRACT

The What I Am Like (WIAL) student self-report scale was developed to identify students' motive patterns on a need/achievement to need/affiliation continuum. This instrument was developed from a previous teacher-rating inventory, the Motivational Needs Inventory (MNI). twenty-eight items obtained from descriptions of need/achievers and need/affiliates were administered to approximately 490 seventh through twelfth grade students. Raw score response were used to obtain a six-factor oblique primary solution that yielded factors very similar to the ones obtained for the MNI. The WIAL reflects the MNI and both identify students as need/achievers or need/affiliates. (Author/BW)

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ED128467

DEVELOPMENT OF A STUDENT SELF-REPORT SCALE OF ACHIEVEMENT AND AFFILIATION MOTIVATION

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Paper presented at the 1976 meeting of the
American Educational Research Association

San Francisco, California
April, 1976

TM005 660

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Development of a Student Self-Report Scale of Achievement and Affiliation Motivation

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A student self-report scale, easily-administered and objectively-scored, the What I Am Like (WIAL), was developed to identify students' motive patterns on a n-achievement, n-affiliation continuum. This instrument was developed from a previous teacher-rating inventory, the Motivational Needs Inventory (MNI). Twenty-eight items obtained from descriptions of n-achievers and n-affiliates were administered to approximately 490 seventh through twelfth grade students. Raw score responses were used to obtain a six-factor oblique primary solution that yielded factors very similar to the ones obtained for the MNI. The WIAL reflects the MNI and both identify students as n-achievers or n-affiliates.

Development of a Student Self-Report Scale of Achievement and Affiliation Motivation

Janice P. Smith

Purpose

The specific purpose of this study was to develop a student self-report instrument, What I Am Like (WIAL), to identify students as achievement or affiliation motivated. The investigator had previously developed a teacher-rating scale, the Motivational Needs Inventory (MNI), for the same purpose. Since there is growing evidence that need-achievement and need-affiliation effect student performance and behavior in the school environment, we need to "diagnose" or determine students' motivation patterns. Presently there are very few, if any, instruments that can be easily administered and objectively scored that are directed toward these two motivational dimensions. Thus, development and utilization of such an instrument is extremely pertinent.

Rationale

Awareness of achievement and affiliation motive patterns within individuals and their relationship to school performance is apparent in many studies. Wendt's study (1955) dealt with the relationship of task persistence and achievement orientation. McClelland (1965), after his original work in developing the TAT and investigating the characteristics of n-achievers, has developed a training program for promoting achievement orientation. Such programs have also been utilized successfully with businessmen. Kolb (1965) has found a relationship to achievement orientation, grade point average, and

socioeconomic status. Mehta (1968), DeCharms (1970), and Alschuler (1972) have all developed training programs for teachers or students. Affiliation-orientation has been recognized since French's study (1958) as another important variable or personality dimension to be recognized by the teacher in promoting optimum learning environments.

Affiliation-motivation and achievement-motivation are two motivational needs that have been identified by psychologists as being relatively stable characteristics of a given individual. And, while individuals may evidence various motivational needs, often one motivational pattern is of greater strength than another.

The need for achievement would be characteristic of the good student, the student who prefers to work with experts rather than with friends in order to get the job done, the student who gains personal satisfaction from achievement--the entrepreneurs of the world. Clarke (1973,p.46), in a review of achievement and affiliation motivation, notes that "the achievement-oriented personality has a sense of competition, hope of success, internal control of outcome and high ego ideal".

The student who evidences a need for affiliation may very often prefer to work with friends rather than with experts and is more concerned with a friendly environment than with reaching a work goal. The finding from French's (1958) work with Air Force personnel indicate that for the affiliation-motivated

individuals a friendly environment produces greater gains in work achieved than does focusing on completion of a task, per se. Thus, once students are identified, they could be given reinforcement in the form of verbal-feedback: task-feedback appropriate for n-achievement people could be verbalizations and encouragement for an endeavor as, "You are certainly getting the job done well"; feeling-feedback, which should be most effective for affiliation-motivated students, would include teachers' comments, particularly for group work, such as "You are cooperating very well." French's study indicates that by focusing on reinforcement appropriate for the individual student identified as either achievement-motivated or affiliation-motivated, achievement for both groups of students should be improved.

These and other studies have begun to definitively point out the relationship between achievement and affiliation orientation and school performance or success. Matching students' primary motive patterns to the teacher or classroom environment is as important as providing achievement-motivation training. Also, at times, there may be a conflict between affiliation and achievement patterns within a student. A teacher needs to be aware of these conflicts, students' primary motive configurations, and the learning situation.

Instruments and Procedures

The Motivational Needs Inventory: a Teacher-Rating Scale

The teacher-rating instrument, Motivational Needs Inventory (see Appendix A), was developed initially because the investigator

wanted to use such an instrument in a school district that did not permit psychological or personality testing of any kind. Hence, to obtain the information desired, a teacher-rating scale was the only alternative (Smith, 1972).

Specific items of the MNI are based on the large body of knowledge being accumulated through research of the theories and investigations of Murray, McClelland, Atkinson, French and others. The items for the MNI were taken from the results of these studies including the work of Groesbeck.

No total score is derived for the MNI. Each motive dimension is scored separately. There are fourteen items designed to measure achievement motivation and fourteen items related to affiliation motivation. Thus, each student receives a score on both dimensions. The items and method of scoring the MNI assume that high achievement-motivation infers low affiliation-motivation and the inverse is true for high affiliation-motivated students.

Eighteen teachers' responses on the MNI for approximately twenty students each were examined. The teachers were drawn from six schools in Broward County, Florida, with each school representing a somewhat distinct socioeconomic level. Each teacher rated either sixth, seventh or eighth grade students and each teacher taught a different subject such as English, social studies or science.

Raw score responses (on a 1 to 5 likert scale) of the teachers' ratings of 374 students on the MNI were entered into a principal axes-varimax rotation computer program. A six-factor solution accounted for 89.49 percent of common variance and 63.31 percent of the total score variance.

A six-factor oblique primary Simple Loading solution was chosen that yielded three need for achievement factors and three need for affiliation factors. The achievement factors were (1) intrinsic aspects of need achievement, (2) "other-directed" behavior, (3) self-direction and self-control. Need for affiliation factors represented (1) need for supportive relationships, (2) communication difficulties, and (3) preference for friends over a work goal.

Insert Table 1

Assumptions concerning the relationship of the Motivational Needs Inventory to criterion variables of (1) a school-oriented ability measure, (2) a reading test, (3) an attitude toward school measure, and (4) number of days absent were confirmed. The items hypothesized to be need for achievement items correlated positively with the school ability and achievement measures and the need for affiliation items yielded a low or negative correlation with these measures.

Further validation of the MNI was apparent in the comparable results obtained in a previous pilot study that followed similar procedures but included a smaller number of teachers (ten) who rated approximately 181 students. In the MNI pilot study, a five-factor structure included the emergence of achievement and affiliation factors very similar to those obtained in the larger study.

The What I Am Like: A Student Self-report Inventory

Realizing that the teacher-rating form would be appropriate and feasible in only certain situations, the investigator felt that a self-report instrument would provide greater ease of administration

Table 1

Factor Analysis
Motivational Needs Inventory
Teacher Rating Scale

N = 374

Item Number	Item Stem	Factor Loading
Factor 1:	Need Achievement, Intrinsic Aspects of Need Achievement	
18	*Evidences subjective satisfaction from succeeding.	.96
17	*Takes pride in his work.	.84
19	*Worries if he cannot grasp the meaning of an assignment	.82
22	*Is self-reliant.	.66
28	*Interested in long-term achievement goals.	.64
15	*Evidences concern over competition with some standard of excellence.	.63
9	*Evidences personal responsibility.	.63
6	*Is interested in creative accomplishments.	.52
5	Is more concerned with visiting and talking with friends than with school work.	-.46
Factor 2:	Need Affiliation, Need for Supportive Relationships	
13	Stresses an interest in getting along well with friends.	.78

*Indicates item was designed or was hypothesized to represent need for achievement. Unstarred items were written to infer need for affiliation.

Table 1

Item Number	Item Stem	Factor Loading
21	Takes care to not alienate friends.	.73
12	Evidences a strong need to be accepted by friends.	.72
11	Has a tendency toward conformity.	.57
16	Seeks approval of friends before making his own decisions.	.52
Factor 3:	Need Affiliation, Communication Difficulties	
26	Evidences a lack of conversational ability.	.86
27	Has difficulty communicating with others.	.83
24	Evidences lack of spontaneity in emotional expression.	.56
7	Has a high opinion of his own social adjustment and self-insight.	-.33
Factor 4:	Need Achievement, "Other-directed" Behavior	
10	Is considered egotistical by peers.	-.64
2	Is careful about saying things that might offend others.	.35
8	*Evidences consistency of behavior.	.33

*Indicates item was designed or was hypothesized to represent need for achievement. Unstarred items were written to infer need for affiliation.

Table 1

Item Number	Item Stem	Factor Loading
Factor 5:	Need Achievement, Self Direction and Self-Control	
3	*Will choose moderate risks over either safe or speculative ones.	.69
4	*Is resistant to social pressures.	.56
25	*Has social poise and insight.	.44
2	Is careful about saying things that might offend others.	.40
1	*Will volunteer for a difficult task.	.33
8	*Evidences consistency of behavior.	.32
7	Has a high opinion of his own social adjustment and self-insight.	.31
Factor 6:	Need Affiliation, Preference for Friends Over a Work Goal	
20	Will choose to work in a group with his friends rather than with experts or good students.	.64
14	*Chooses experts over friends as work partners.	-.59
5	Is concerned more with visiting and talking with friends than with school work.	.50
23	Likes to participate in bull sessions that are not problem-solving or work-oriented.	.36
1	*Will volunteer for a difficult task.	-.35

*Indicates item was designed or was hypothesized to represent need for achievement. Unstarred items were written to infer need for affiliation.

and, hopefully, yield similar results.

To change the teacher-rating instrument (MNI) of students' motive patterns to a student self-report instrument, What I Am Like (see Appendix B), responses from approximately 490 seventh through twelfth grade students were obtained Spring of 1974 at the Developmental Research School, Florida State University, on a 28 item inventory. The student self-report inventory (WIAL) was composed of the same items as the teacher-rating inventory, the Motivational Needs Inventory (MNI). The statements that teachers were to respond to were not changed as to content but were changed to a reading level felt to be appropriate for students from the fifth to twelfth grades.

Analyses

The raw score response on a Likert scale (1-5) for the approximately 490 seventh through twelfth grade students (approximately 85 students at each grade level) was entered into a principal axes-varimax rotation computer program. A six-factor solution accounted for 50% of the total score variance. A six-factor oblique primary solution was chosen that yielded great similarity to the original teacher-rated MNI.

Insert Table 2

As can be seen in Table 2, factor 1, yielded seven items with loadings above. 40. (Only items with a .40 or above factor loading were included in any of the factors.) Items hypothesized to be

Table 2

Factor Analysis
What I Am Like
Student Self - Report
N=490

Item Number	Item Stem	Factor Loading
Factor 1:	Need Achievement, Confidence & Social Awareness	
9	*Am usually responsible to myself and to others.	.62
7	Think I get along well with others and understand myself.	.56
8	*Usually behave the same way.	.49
2	Am careful about saying things that might hurt others.	.47
22	*I am self-confident or I feel I can do things successfully.	.46
17	*Take pride in my work at school and home.	.43
25	*Think I get along well with others and understand them.	.40
Factor 2:	Need Affiliation, Preference for Friends Over a Work Goal.	
20	Would rather work in a group with my friends than experts or good students.	.69
14	*I choose experts over my friends as work partners	- .69
Factor 3:	Need Affiliation, Conformity and Need For Supportive Relationships.	
16	I ask my friends if I should do something before I decide to do it.	.50

*Indicates item was designed or was hypothesized to represent need for achievement. Unstarred items were written to infer need for affiliation.

Table 2

Item Number	Item Stem	Factor Loading
11	Have a tendency toward doing what most people do.	.46
Factor 4:	Need Affiliation, Lack of Concern or Anxiety Related to work.	
18	*I enjoy the feeling I get inside myself when I do something well (such as class work or a task at home).	-.50
19	*I worry if I do not understand how I should do some school or home assignment.	-.50
21	Take care not to turn my friends against me.	-.40
Factor 5:	Need Achievement, Task-oriented and Lack of Communication Difficulties	
28	*Enjoy giving reports or discussing plans in a group or in class.	.56
1	*Will volunteer for a difficult task.	.49
Factor 6:	Need Affiliation, Communication Difficulties	
23	Like to be in a "rap" session when we don't have to work or solve something.	-.53
25	*Think I get along well with others and understand them.	-.45

*Indicates item was designed or was hypothesized to represent need for achievement. Unstarred items were written to infer need for affiliation.

n-achievement items primarily compose the first factor (factor loadings in parenthesis):

Am usually responsible to myself and to others (.62).

Think I get along well with others and understand myself (.56).

Usually behave the same way (.49). Originally this item was worded "Is consistent in behavior" on the MNI).

Am careful about saying things that might hurt others (47).

Am self-confident or I feel I can do things successfully (.46).

Take pride in my work at school and home (.43).

Think I get along well with others and understand them (.40).

Preference for friends over experts describes the two items in Factor II, an affiliation factor:

Would rather work in a group with my friends than experts (.69).

Would choose experts over my friends as work partners (-.69).

Factor III is also an affiliation-oriented factor in relation to the need for supportive relationships and a tendency toward conformity:

I ask my friends if I should do something before I decide to do it (.50).

Have a tendency toward doing what most people do. (.46).

Factor IV yielded an indication of lack of concern or anxiety related to work or friends. (It has two negatively-loaded achievement items and one affiliation item, also negatively-loaded).

I enjoy the feeling I get inside when I do something well

(such as classwork or a task at home) (-.50).

I worry if I do not understand how I should do some school or home assignment (-.50).

Take care not to turn my friends against me (-.40).

Factor V yielded two achievement items:

I enjoy giving reports or discussing plans in a group or in class (.56).

Will volunteer for a difficult task (.49).

The last and sixth factor seems to reflect communication difficulties or a lack of confidence in relating to others. The two negatively-loaded items in this factor are:

I like to be in a "rap" session when we don't have to work or solve something (-.53).

I think I get along well with others and understand them (-.45).

As previously noted, the teacher-rated instrument (MNI) yielded factors that reflected (1) intrinsic aspects of achievement, (2) "other-directed" behavior, (3) self-direction and self-control as achievement oriented factors. Affiliation factors represented (1) need for supportive relationships, (2) communication difficulties, and (3) preference for friends over a work goal. These factors can also be seen in the student self-report (WIAL) instument.

Insert Table 3 and 4

To examine more closely these two factor analyses, Tables 3 and 4 represent the factor structure by item and originally-hypothesized content for the MNI and the WIAL. Regardless of previous statements concerning similarity of the factor structures, comparison of these tables does indicate somewhat of a re-arrangement of the items within the factors. Of course, each and every factor analysis is only representative of the sample for the particular factor study. In the present study, the single starred items in Table 4 (student self-report results) were originally-hypothesized achievement items that fell in achievement factors of the MNI analysis. The double starred items are affiliatation items that similarly loaded in affiliation factors in the MNI. Thus, the basic premise seems to survive as to hypothesized achievement and affiliation items: the structure in the student self-report seems to have shifted somewhat with more of an emphasis on the social aspects of need achievement but the over-all achievement and affiliation concepts seem to maintain their original integrity. Additionally, items 18 and 19 were hypothesized to be achievement items. In the MNI they fell in the first need achievement factor but on the WIAL they were negatively loaded in factor 4, hypothesized to be an affiliation factor: while these negatively loaded items still reflect n-achievement because of their direction, this factor in the WIAL no doubt also reflects the changed wording of the items from the MNI to the WIAL as well as students' perceptions of the meanings. Factor 6, composed of items 23 and 25, is somewhat puzzling since one is an achievement item (Item 25) and one (Item 23)is an affiliation item.

Table 3

Factor Structure by Item and Hypothesized Content for MNI

N = 374

Factor 1 Need-Ach.	Factor 2 Need-Aff.	Factor 3 Need-Aff.	Factor 4 Need-Ach.	Factor 5 Need-Ach	Factor 6 Need-Aff.
18 ach	13 aff	26 aff	10 aff (Neg.)	3 ach	20 aff
17 ach	21 aff	27 aff	8 ach	4 ach	14 ach (Neg.)
19 ach	12 aff	24 aff	2 aff	25 ach	5 aff
22 ach	11 aff	7 aff (Neg.)		2 aff	23 aff
28 ach	16 aff			1 ach	1 ach (Neg.)
15 ach				8 ach	
9 ach				7 aff	
6 ach					
5 aff (Neg.)					

Table 4

Factor Structure by Item and Hypothesized Content for WIAL

N = 490

Factor 1 Need-Ach.	Factor 2 Need-Aff	Factor 3 Need-Aff	Factor 4 Need-Aff	Factor 5 Need-Ach.	Factor 6 Need-Aff
*9 ach	**20 aff	**16 aff	*18 ach (Neg.)	*28 ach	23 aff (Neg.)
*7 aff	**14 ach (Neg.)	**11 aff	*29 ach (Neg.)	*1 ach	25 ach (Neg.)
*8 ach			**21 aff (Neg.)		
*2 aff					
*22 ach					
*28 ach					
*25 ach					

Both load negatively on this factor. Hence, the factor was indentified as n-affiliation, communication difficulities.

As noted, the difference in these structures may be a result of the difference is wording between the two instruments. However, in a study of configurations of the motives of achievement and affiliation and in exploring the subtle differences in personality of these configurations, it was found by Groesbeck (1958,p. 399) that "peers (teammates) discriminated among subjects chiefly in terms of the affiliation motive, while the assessment staff usually discriminated among subjects on the basis of the achievement motive." In the present study, students are rating themselves and not peers, but their perception of themselves may center around the social aspect of these personality dimensions, while teachers may belooking more closely at the task related aspects of students' achievement behavior. Indeed, the present analyses supports Groesbeck's statement.

Other Studies Utilizing the WIAL

In a study underway by the present investigator, a teacher rated fifth through ninth grade Spanish students on the MNI. THese same students responded to the What I Am LIke student self-report inventory. Table 5 below presents the zero order correlations between the teacher's and students' ratings:

Table 5

Correlation between Teacher and

Student Ratings

N=67

	Teacher		Student	
	N-Ach	N-Aff	N-Ach	N-Aff
Teacher N-Ach	1.00	.05	.34	.38
Teacher N-Aff		1.00	.14	.19
Student N-Ach			1.00	.70
Student N-Aff				1.00

As can be noted from Table 5, there is a low correlation (.05) between the teacher's need achievement and need affiliation ratings which would indicate she is differentiating these dimensions. There is however an excremely high correlation (.70) for personality measures between the students' need achievement and need for affiliation responses. The correlations of .34 and .38 between the teacher's n-achievement ratings and the students' responses on both motivational dimensions is fairly high: however, the lower correlations between teacher's need affiliation and students' ratings on both need achievement and need affiliation per-

haps substantiates confusion of the socially-oriented items for the students. (This study related to Foreign language should be ready for publication summer of 1976 and will include the relationship between these personality dimensions and other school-oriented variables such as GPA, attendance, IQ and oral language ability in Spanish as opposed to written Spanish ability.

An investigation by Vedros (1975) identifying the characteristics of the unsuccessful ISCS (Intermediate Science Curriculum Study) student included the What I Am Like, the Hidden Figures Test, student's Attitude Toward Science, IQ and Reading Level. A group of seven teachers were asked to identify the unsuccessful ISCS, a science program which calls for a great deal of independent work on the part of the student. With IQ as a covariate, Vedros (1975,p.8) found a significant F ratio (5.01) between the two groups of students on the achievement motivation subtest of the WIAL and on Attitude Toward Science (3.92). Vedros states "not sharing the same need achievement goals as the successful ISCS students, unsuccessful students apparently lack the internal motivation which seems necessary for proficiency in the ISCS program. Often failure oriented, the unsuccessful students need reinforcement and guidance to break this cycle of failure."

Limitations and Conclusions

It is obvious from this factor analytic comparison of the teacher rating form and student self-report form of a need achievement and need affiliation instrument that additional work is needed to yield a more compatible factor structure between the two inventories. It is also apparent that the content of the socially-oriented items and perhaps the wording are not yielding the same type of

perceptions between the teacher and student groups. Clarification and try-out of these items needs to be undertaken.

While additional studies need to utilize the WIAL, there appears to be strong evidence that the need-achievement factor for the student form is operating as the items were theoritically intended. The data indicates the greatest failure to identify students either as need-achievement or need-affiliation oriented is with the affiliation dimension. Nevertheless, it does appear that there is great similarity between the two instruments and that both may be very useful in helping to identify students' motive patterns on a n-achievement and n-affiliation continuum.

Appendix A

Identification of Rater _____ Identification of Student _____

Motivational Needs Inventory

This is an inventory designed to yield a description of the student in the school environment. Each statement is a descriptive statement. Please describe as best you can the student by indicating whether the characteristic or description is Most Like, Somewhat Like, or Least Like your opinion of the student on a continuum of 1 to 5 such that Most Like is rated 5, Least Like is given a rating of 1 with Somewhat Like receiving a rating of 3. If in your opinion the rating should be placed between one of these three, please indicate by responding to categories 2 or 4. Please indicate your response for each statement by marking the appropriate number. Please mark only one category for each statement.

1. Will volunteer for a difficult task.
   Most Like -- 5 4 3 2 1 -- Least Like

2. Is careful about saying things that might offend others.
   Most Like -- 5 4 3 2 1 -- Least Like

3. Will choose moderate risks over either safe or speculative ones.
   Most Like -- 5 4 3 2 1 -- Least Like

4. Is resistant to social pressures.
   Most Like -- 5 4 3 2 1 -- Least Like

5. Is concerned more with visiting and talking with friends than with school work.
   Most Like -- 5 4 3 2 1 -- Least Like

6. Is interested in creative accomplishments.
   Most Like -- 5 4 3 2 1 -- Least Like

7. Has a high opinion of his own social adjustment and self-insight.
   Most Like -- 5 4 3 2 1 -- Least Like

8. Evidences consistency of behavior.
   Most Like -- 5 4 3 2 1 -- Least Like

9. Evidences personal responsibility.
   Most Like -- 5 4 3 2 1 -- Least Like

10. Is considered egotistical by peers.
    Most Like -- 5 4 3 2 1 -- Least Like

11. Has a tendency toward conformity.
    Most Like -- 5 4 3 2 1 -- Least Like

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12. Evidences a strong need to be accepted by friends.
Most Like -- 5 4 3 2 1 -- Least Like.

13. Stresses an interest in getting along well with friends.
Most Like -- 5 4 3 2 1 -- Least Like.

14. Chooses experts over friends as work partners.
Most Like -- 5 4 3 2 1 -- Least Like.

15. Evidences concern over competition with some standard of excellence.
Most Like -- 5 4 3 2 1 -- Least Like

16. Seeks approval of friends before making his own decisions.
Most Like -- 5 4 3 2 1 -- Least Like

17. Takes pride in his work.
Most Like -- 5 4 3 2 1 -- Least Like

18. Evidences subjective satisfaction from succeeding.
Most Like -- 5 4 3 2 1 -- Least Like

19. Worries if he cannot grasp the meaning of an assignment.
Most Like -- 5 4 3 2 1 -- Least Like

20. Will choose to work in a group with his friends rather than with experts or good students.
Most Like -- 5 4 3 2 1 -- Least Like

21. Takes care to not alienate friends.
Most Like -- 5 4 3 2 1 -- Least Like

22. Is self-reliant.
Most Like -- 5 4 3 2 1 -- Least Like

23. Likes to participate in bull sessions that are not problem-solving or work-oriented.
Most Like -- 5 4 3 2 1 -- Least Like

24. Evidences lack of spontaneity in emotional expression.
Most Like -- 5 4 3 2 1 -- Least Like

25. Has social poise and insight.
Most Like -- 5 4 3 2 1 -- Least Like

26. Evidences a lack of conversational ability.
Most Like -- 5 4 3 2 1 -- Least Like

27. Has difficulty communicating with others.
Most Like -- 5 4 3 2 1 -- Least Like

28. Interested in long-term achievement goals.
Most Like -- 5 4 3 2 1 -- Least Like

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Appendix B

Grade _____ Student ID Number _____

Date _____

What I Am Like

This is an inventory designed to yield a description of you in the school environment. Each statement is a descriptive statement. Please describe yourself as best you can by indicating whether the characteristic or description is Most Like, Somewhat Like, or Least Like you on a continuum of 1 to 5 such that Most Like is rated 5, Least Like is given a rating of 1 with Somewhat Like receiving a rating of 3. If in your opinion the rating should be placed between one of these three, please indicate by responding to categories 2 or 4. Please indicate your responses for each statement by marking the appropriate number. Please mark only one category for each statement.

1. Will volunteer for a difficult task.
   Most Like -- 5 4 3 2 1 -- Least Like

2. Am careful about saying things that might hurt others.
   Most Like -- 5 4 3 2 1 -- Least Like

3. Will choose average risks or take a chance over either safe or uncertain ones.
   Most Like -- 5 4 3 2 1 -- Least Like

4. Do not let people pressure me or urge me to do what I don't think I should do.
   Most Like -- 5 4 3 2 1 -- Least Like

5. I like to visit and talk with friends more than I like to do school work.
   Most Like -- 5 4 3 2 1 -- Least Like

6. Enjoy being creative or making things.
   Most Like -- 5 4 3 2 1 -- Least Like

7. Think I get along well with others and understand myself.
   Most Like -- 5 4 3 2 1 -- Least Like

8. Usually behave the same way.
   Most Like -- 5 4 3 2 1 -- Least Like

9. Am usually responsible to myself and to others.
   Most Like -- 5 4 3 2 1 -- Least Like

10. Am considered stuck up by my friends.
    Most Like -- 5 4 3 2 1 -- Least Like

11. Have a tendency toward doing what most people do.
    Most Like -- 5 4 3 2 1 -- Least Like

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12. I like to have friends like what I do.
Most Like -- 5 4 3 2 1 -- Least Like

13. It is important to me to get along well with friends.
Most Like -- 5 4 3 2 1 -- Least Like

14. I choose experts over my friends as work partners.
Most Like -- 5 4 3 2 1 -- Least Like

15. Like to compete with my classmates or friends and to do things the very best I can.
Most Like -- 5 4 3 2 1 -- Least Like

16. I ask my friends if I should do something before I decide to do it.
Most Like -- 5 4 3 2 1 -- Least Like

17. Take pride in my work at school and home.
Most Like -- 5 4 3 2 1 -- Least Like

18. I enjoy the feeling I get inside myself when I do something well (such as class work or a task at home).
Most Like -- 5 4 3 2 1 -- Least Like

19. I worry if I do not understand how I should do some school or home assignment.
Most Like -- 5 4 3 2 1 -- Least Like

20. Would rather work in a group with my friends than experts or good students.
Most Like -- 5 4 3 2 1 -- Least Like

21. Take care not to turn my friends against me.
Most Like -- 5 4 3 2 1 -- Least Like

22. I am self-confident or I feel I can do things successfully.
Most Like -- 5 4 3 2 1 -- Least Like

23. Like to be in a "rap" sessions when we don't have to work or solve something.
Most Like -- 5 4 3 2 1 -- Least Like

24. Show my feelings easily.
Most Like -- 5 4 3 2 1 -- Least Like

25. Think I get along well with others and understand them.
Most Like -- 5 4 3 2 1 -- Least Like

26. Can't carry on a conversation very well.
Most Like -- 5 4 3 2 1 -- Least Like

27. Do not mind meeting new people or groups of people.
Most Like -- 5 4 3 2 1 -- Least Like

28. Enjoy giving reports or discussing plans in a group or in class.
Most Like -- 5 4 3 2 1 -- Least Like

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